

★ Building the Capacity/Infrastructure for Implementation

**Current
Average**

**Goal
Average**
For 2019 -
2020

**What
elements
will be
addressed?**

- ☒ The critical elements of MTSS are defined and understood (6)
- ☐ Professional development and coaching provided to staff (7)
- ☐ The leadership team facilitates PD on data-based problem-solving (8)
- ☐ The leadership team facilitates PD on multi-tiered instruction and intervention (9)
- ☐ Coaching is used to support MTSS implementation (10)
- ☐ Schedules provide adequate time for training and coaching (11)
- ☐ Schedules provide adequate time to administer assessments (12)
- ☐ Schedules provide adequate time for multiple tiers of instruction/interventions (13)
- ☐ Schedules provide adequate time for data-based problem-solving (14)
- ☐ Processes, procedures, and decision-rules are established for DBPS (15)
- ☐ Resources to support MTSS implementation are identified and allocated (16)

**Why is it
occurring?**

The staff does not effectively use available resources at the school site. The initial professional development was conducted during teacher's preplanning week at the beginning of the school year. The ongoing problems persist due to the following reasons:

- Resistance to coaching in order to support MTSS implementation
- Lack of participation towards problem-solving skills, collaborative and performance feedback on student rating forms, and student outcomes on academic assessments
- More teacher collaboration with the MTSS team to determine the effectiveness of the curriculum taught
- The MTSS team needs more teacher involvement in order to focus on student's intrinsic characteristics. The data-based problem solving process provides the opportunity to examine the interaction between the instruction, curriculum, learning environment and learner(s) in order to identify a discrepancy and subsequently identify an intervention to close the gap
- The MTSS team would like input on teaching instruction (how curriculum is taught), instructional decision-making regarding selection and use of materials and placement of students in materials, frequency of interaction/reinforcement, clarity of instructions, communication of expectations and criteria for success (behavioral and academic), direct instruction with explanations and prompts (behavioral and academic) sequencing of lesson designs to promote success, and variety of practice activities (behavioral and academic)

What are we going to do about it?

The MTSS Team will work collaboratively with the leadership Team & Teachers in the following ways:

- ELA, Social Studies, and Math will go through an Initial Meeting, Phase 1 & 2 process for Analyzing Student work

Initial Meeting: Teachers will bring their data (i.e. FAIR, Writing Diagnostic, etc.). In the meeting, teachers should determine what percentage of students are:

- a) Far Below Standard(s)
- b) Approaching Standard(s)
- c) Meeting Standard(s)
- d) Exceeding Standard(s)

The essential question will be addressed at the meeting:

What are the Expectations of Student Learning as it Relates to the Standard(s)? Teachers should discuss their plan of action for ensuring students success on assessments (i.e. differentiated instruction).

Phase 1: Analyzing Student Work: Teachers must bring copies of student work to the training

- The team meets to review the student work/data focusing on the rigor of the task and the context for demonstrating understanding
- The team discusses the standards identified for the task and discusses how well this task demonstrates an understanding of these standards.
- The team reviews the scoring guide for the task to ensure that the criteria provides:
 - a. Clear and accurate directions for the student
 - b. Specific criteria for developing the product or performance
 - c. Opportunities for students to demonstrate understanding

Phase 2: Analyzing Student Work: All student work samples for Phase 2 must be different from the work samples from Phase 1. You will be analyzing student's work from a different assessment.

- The team meets to review the student work/data focusing on the rigor of the task and the context for demonstrating understanding.
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Note: Teachers will have the opportunity to discuss any behavioral concerns at the meeting.

Action Plan

Meeting dates by departments:

ELA (Phase 1 October 11 & Phase 2 October 24)

Social Studies (Phase 1 October 23 & Phase 2 October 30)

Math (Phase 1 October 10 & Phase 2 October 31)

How will we monitor and measure our success?	The Literacy Coach, Master Coach, Master Teachers, MTSS Team, and Administrators will monitor student's assessments, behavioral referrals to ensure students' success. Weekly and Monthly reports will be analyze to determine to assist teachers with differentiated instruction and revisions of their curriculum for their students.
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Person(s) Responsible	
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Follow Up Date	2018-11-30
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Completion Date	2019-05-30
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★ Data-Evaluation

**Current
Average**

Goal 1.8

Average

For 2019 - 2020

**What
elements
will be
addressed?**

- ☒ Staff understand and have access to data sources (34)
- ☐ Policies and procedures for decision-making are established (35)
- ☐ Effective data tools are used appropriately and independently by staff (36)
- ☐ Data sources are used to evaluate the fidelity and impact (37)
- ☐ Available resources are allocated effectively (38)
- ☐ Data sources are monitored for consistency and accuracy (39)

**Why is it
occurring?**

The Leadership team and MTSS team continues to ensure that teachers understand the purpose of assessments and have access to academic, behavior, and social-emotional data sources that address the following purposes of assessment:

- identify students at risk academically, socially, and/or emotionally
- determine why a (any) student is at risk • monitor student academic and social-emotional growth/progress
- inform academic and social-emotional instructional/intervention planning
- determine student attainment of academic, behavior, and social-emotional outcomes

Teachers are not following up or using the RTI procedural guidelines to address common concerns of students (as listed above).

What are we going to do about it?

To know if interventions are working for students identified as needing Tier 3 supports and to determine what changes, if any, need to be made, the following data must be identified:

- Current Level of Performance (trendline of ongoing progress monitoring data points)
- Expected Level of Performance

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Person(s) Responsible

Follow Up Date 2018-11-30

Completion Date 2019-05-30

Supporting Evidence for Data-Evaluation

File Name	Added By	Uploaded Date	Lock/Unlock By	Lock/Unlock Date
BEHS-SAM-Report-Broward-2017.pdf (_mtss_rti_plan/2018/0361_10012017_BEHS-SAM-Report-Broward-2017.pdf)	antonio womack	10/1/2017	Amber Boles	10/11/2017